Embracing Inclusive Approaches for Children and Youth with Special Education Needs

Riga Latvia 11-14 July 2010

***Ready Set Read! Strategies for teaching reading to struggling students: Practical classroom applications***

|  |  |
| --- | --- |
| Presenters | Harriet Sandberg, Ed.D. [Harriet.Sandberg@asu.edu](mailto:Harriet.Sandberg@asu.edu)  Andrea Tovar, Ed.D. [andies@asu.edu](mailto:andies@asu.edu)  Kathleen Puckett, Ph.D. [kathleen.puckett@asu.edu](mailto:kathleen.puckett@asu.edu)  Arizona State University, USA  P.O. Box 37100  Phoenix AZ 85069-7100 |

This session provides examples of activities that are designed to support emerging literacy and student engagement. Two studies are featured. The first study investigated effects of music and physical movement activities on attention and engagement for two students with special needs who are included in a first grade class. The authors demonstrate the use of these activities with through video clips and audience participation. Findings are reported regarding increased attention and engagement for the targeted students, general effects on the class as a whole, and positive results of mentoring faculty to integrate music and physical movement.

The second study describes implementation of handheld, mobile technology as a progress monitoring tool to gather pre-reading Initial Sound Fluency (ISF) data from DIBELS assessments. The findings described how the teachers then used this technology-assisted data to differentiate small-group reading instruction and strengthen phonemic awareness for the most at-risk kindergartners.

Agenda

1. Demonstration: Alphabet Disco-music and movement activity
   1. Start with a music and movement activity to energize your students and get the mind and body working together, which helps both sides of the brain to work together and retain information.
   2. Video clips of phonemic awareness & phonics activities with the language & literacy significance of each activity.
2. Demonstration: Say –it fast and Break –it down
   1. Use words with two, three and four phonemes, depending on child’s ability level, then challenge them. Supports the ability for students to hear the sounds in words, and take words apart and put them back together again.
3. Findings from Sandberg, H. (2009). Get Moving! The Effect of Music and Movement on Student Attention and Engagement.
4. Demonstration: Count the sounds and print
   1. This strategy allows the students to see and apply the connection between sound and letters necessary for reading. Teachers working with young readers should make explicit connections between sounds and letters by drawing attention to sounds by saying and pointing to letters simultaneously.
5. Findings from Tovar, A. (2009). mTechnology as a Teacher Tool for Collecting and Analyzing Student Early Literacy Data
6. Demonstration: Ready to Read
   1. A music and movement activity to transiiton from one activity to the next to re-energized the class and get them ready to read-on.

References

Hartmann, J. (1997) Ready to Read. From *Shake, Rattle n' Read* [www.jackhartmann.com](http://www.jackhartmann.com)

Hartmann, J. (1997) ABC Disco. From *Shake, Rattle n' Read* [www.jackhartmann.com](http://www.jackhartmann.com)

Sandberg, H.F. (2009). Get Moving: The Effect of Music and Movement on Student Attention and Engagement. <http://gradworks.umi.com/33/54/3354460.html>

Tovar, A.T. (2009). mTECHNOLOGY: A TEACHER TOOL FOR GROWING A COMMUNITY OF PRACTICE WITHIN AN EMERGING & RESPONSIVE DATA-DRIVEN PROCESS. <http://gradworks.umi.com/33/61/3361297.html>

This handout may be accessed at <http://readysetread2010.wikispaces.com/>